

Lesson Plan: Exploring Art Forms

Subject: Visual Arts

Objective:

Students will explore various art forms and techniques through the work of diverse contemporary artists, developing their own creative projects inspired by these artists.

Materials:

- General Supplies: Acrylic paints, brushes, permanent markers, pencils, paper, clay, water cups, paper towels, aprons, plastic table covers
- Digital Presentation Tools: Computer, projector, screen
- Handouts: Detailed artist bios, artwork descriptions, project guidelines, reflection journals, self-assessment forms, peer assessment forms
- Online Resources: Links to virtual museum tours, artist interviews, documentaries

Lesson Duration: Five 45-minute class sessions.

Detailed Weekly Plan:

Day 1: Introduction to Contemporary Artists

- Artists: Alma Thomas and Yayoi Kusama
- Objective: Introduce students to the vibrant, emotive works of Alma Thomas and the immersive installations of Yayoi Kusama.

Materials for Day 1:

- High-resolution images of Alma Thomas's "The Eclipse" and "Spring Grass"
- Video clips of Yayoi Kusama's "Infinity Mirror Rooms"
- Acrylic paints, brushes, paper, aprons, plastic table covers



- Handouts with artist bios and discussion questions

Instructions and Script for Day 1:

Introduction (10 minutes):

- Teacher Script:

"Good morning, everyone! Today we're going to start an exciting journey exploring the works of two amazing artists: Alma Thomas and Yayoi Kusama. Alma Thomas was an African-American artist who loved to use bright colors to show the beauty of nature. Yayoi Kusama is a Japanese artist who creates rooms filled with mirrors and lights to make you feel like you're in a different world."

Alma Thomas (15 minutes):

- Presentation: Show high-resolution images of "The Eclipse" and "Spring Grass."
- Discussion:
 - "What colors do you see in Alma Thomas's paintings?"
 - "How do these colors make you feel?"
 - "What patterns do you notice?"
- Hands-On Activity:
 - Instructions: "Now, let's create our own paintings inspired by Alma Thomas. Use these bright colors and make patterns that remind you of nature."
 - Materials: Provide acrylic paints, brushes, and paper.
 - Guidance: Walk around and help students with their paintings, encouraging them to experiment with colors and patterns.

Yayoi Kusama (15 minutes):

- Presentation: Show video clips of Kusama's "Infinity Mirror Rooms" and images of her polka-dot installations.
- Discussion:
 - "What do you think it feels like to step into one of Kusama's rooms?"
 - "Why does she use so many dots?"



- Hands-On Activity:

- Instructions: "Now, let's create a drawing inspired by Yayoi Kusama. Use dots and patterns to fill your paper, just like she does."

- Materials: Provide paper and markers.

- Guidance: Assist students in creating repetitive patterns and discuss the feelings they want to convey with their drawings.

Wrap-Up (5 minutes):

- Teacher Script: "Great job today! We learned about two wonderful artists and created our own artwork inspired by them. Tomorrow, we'll explore more artists and new ways to create art."

Day 2: Exploring Art Techniques

- Artists: Magdalena Abakanowicz and Julie Mehretu

- Objective: Analyze the sculpture techniques of Magdalena Abakanowicz and the layered cityscapes of Julie Mehretu.

Materials for Day 2:

- Images of Abakanowicz's "Abakans" and her figurative installations

- High-resolution images of Mehretu's "Stadia II" and "Mogamma: A Painting in Four Parts"

- Fabric scraps, clay, markers, pencils, paper, aprons, plastic table covers

- Handouts with artist bios and discussion questions

Instructions and Script for Day 2:

Introduction (10 minutes):

- Teacher Script:

"Today we're going to learn about two more incredible artists: Magdalena Abakanowicz and Julie Mehretu. Magdalena Abakanowicz was a sculptor from Poland who used fabric



to make large, powerful sculptures. Julie Mehretu is known for her big paintings that look like city maps with many layers."

Magdalena Abakanowicz (15 minutes):

- Presentation: Show images of "Abakans" and her figurative crowd installations.
- Discussion:
 - "Why do you think Abakanowicz chose not to include heads on many figures?"
 - "What emotions do her sculptures make you feel?"
- Hands-On Activity:
 - Instructions: "Let's create our own sculptures using fabric and clay. Think about the shapes and textures you want to include."
 - Materials: Provide fabric scraps and clay.
 - Guidance: Help students mold clay and attach fabric to create textured sculptures.

Julie Mehretu (15 minutes):

- Presentation: Show high-resolution images of "Stadia II" and "Mogamma: A Painting in Four Parts."
- Discussion:
 - "What stories do you think Mehretu's maps and layers are telling us?"
 - "How do the layers make the paintings more interesting?"
- Hands-On Activity:
 - Instructions: "Now, let's draw our own layered cityscape. Use markers and pencils to create different layers that tell a story."
 - Materials: Provide paper, markers, and pencils.
 - Guidance: Assist students in layering their drawings, discussing the different elements they include.

Wrap-Up (5 minutes):

- Teacher Script: "You all did amazing work today, creating sculptures and layered drawings. Tomorrow, we'll start planning our big art projects inspired by these artists."

Day 3: Starting the Art Project

- Objective: Students begin their artwork, choosing inspiration from the artists studied.

Materials for Day 3:

- Sketching paper, pencils, erasers
- Acrylic paints, brushes, clay, fabric scraps, markers, aprons, plastic table covers
- Handouts with project guidelines and planning sheets

Instructions and Script for Day 3:

Introduction (10 minutes):

- Teacher Script:

"Today, you get to start planning your own big art project! Think about all the artists we've learned about and decide which one inspired you the most."

Planning Session (15 minutes):

- Instructions: "First, sketch your ideas on paper. Think about the colors, patterns, and materials you want to use. You can mix ideas from different artists if you like."
- Materials: Provide sketching paper and pencils.
- Guidance: Walk around and discuss students' sketches, offering suggestions and feedback.

Art Creation Begins (15 minutes):

- Instructions: "Now, start creating your artwork. Use the paints, clay, or markers to bring your sketch to life."
- Materials: Provide acrylic paints, brushes, clay, fabric scraps, markers, and paper.
- Guidance: Assist students with their projects, ensuring they have all the materials they need and helping them troubleshoot any issues.

Wrap-Up (5 minutes):



- Teacher Script: "You've all made great progress on your projects. Tomorrow, we'll continue working on them and add more details."

Day 4: Continuing Art Creation

- Objective: Students continue and refine their artworks.

Materials for Day 4:

- Acrylic paints, brushes, clay, fabric scraps, markers, paper, aprons, plastic table covers

Instructions and Script for Day 4:

Introduction (5 minutes):

- Teacher Script:

"Today, we'll continue working on your art projects. Think about how you can add more details and layers to make your artwork even better."

Art Creation (30 minutes):

- Instructions: "Keep working on your projects, adding more colors, textures, and patterns. Remember to think about the artist who inspired you and how you can use their techniques."

- Materials: Ensure students have access to all necessary materials.

- Guidance: Provide individualized feedback and encouragement, helping students refine their work and add depth.

Discussion (5 minutes):

- Teacher Script: "Let's take a moment to share what we've done so far. What new ideas did you add to your artwork today? How does your artwork make you feel?"

Wrap-Up (5 minutes):



- Teacher Script: "You've all done fantastic work today. Tomorrow, we'll finish up our projects and get ready to share them with the class."

Day 5: Sharing and Reflecting

- Objective: Students share their completed projects and reflect on their artistic process and what they learned about the artists.

Materials for Day 5:

- Completed artworks
- Reflection journals, self-assessment forms, peer assessment forms

Instructions and Script for Day 5:

Introduction (5 minutes):

- Teacher Script:

"Today, we get to share our amazing art projects with the class. Let's take turns showing our work and talking about what inspired us."

Art Show (20 minutes):

- Instructions: "Each of you will come up and show your artwork. Tell us which artist inspired you, what techniques you used, and why you chose certain colors or shapes."

- Guidance: Encourage each student to speak about their work, and lead the class in giving positive, constructive feedback.

Discussion (10 minutes):

- Teacher Script: "What was your favorite part of creating your artwork? What did you learn about the artist that inspired you? How did you feel about the feedback you received?"

Reflection Journals (5 minutes):



- Instructions: "Write in your journals about the project. Focus on what you enjoyed, what you learned, and any challenges you faced."
- Materials: Provide reflection journals and writing tools.

Class Critique (5 minutes):

- Instructions: "Let's have a positive critique session where we give and receive constructive feedback. Remember to be specific about what you liked and offer helpful suggestions."
- Guidance: Model how to give constructive feedback

and encourage students to practice these skills.

Extensions and Assessments

Extensions:

- Early Finishers: Students who finish early can write a short essay in their reflection journals about their project, focusing on what was successful and what challenges they encountered.
- Additional Research: Students can research another artist from the same art form and prepare a short presentation for the class. Provide a list of recommended museums and online resources for research.
 - Recommended Museums:
 - The Metropolitan Museum of Art
 - The Museum of Modern Art (MoMA)
 - The Guggenheim Museum
 - The Tate Modern

The National Gallery of Art

- Virtual Tours: Use online resources to take virtual tours of museums featuring the artists studied. Links can be provided to museum websites with virtual tour options.



Assessments:

- **Formative Assessment:** Monitor students' progress during hands-on activities and provide ongoing feedback.
- **Summative Assessment:** Use a rubric to evaluate each student's final artwork based on creativity, adherence to the artist's style, effort, and understanding of the art form.
- **Self-Assessment:** Have students complete a self-assessment form reflecting on their project and learning experience.
- **Peer Assessment:** Encourage peer feedback during the final critique session to promote collaborative learning.

Teacher Notes:

- Provide clear criteria for assessments and explain them to students at the beginning of the project.
- Use the rubric consistently to ensure fair and objective grading.
- Model positive and constructive feedback during critiques and encourage students to practice these skills.